

DOCUMENT RESUME

ED 049 862

RC 005 207

TITLE A Curriculum Guide for Migrant Education.
INSTITUTION Virginia Beach City Public Schools, Va.
PUB DATE 70
NOTE 82p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Cultural Differences, *Curriculum Guides,
*Elementary Schools, Elementary School Science,
Health, *Inservice Teacher Education, Language
Development, Mathematics, *Migrant Children,
Physical Education, Reading Development, Resource
Materials, Social Studies, Summer Programs

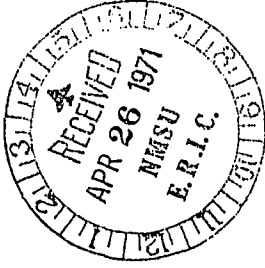
IDENTIFIERS *Virginia

ABSTRACT

The 1970 curriculum guide for migrant children was developed by the Virginia Beach School System around a philosophy that exposing the elementary school child to various experiences improves self-concept and enhances the child's growth in social and academic skills, language ability, vocabulary skills, cultural background, and health and nutritional habits. In the document, general and specific objectives are listed. Sections on language arts and developmental reading, social studies, science, mathematics, health, and physical education are presented in chart form, with the following column headings: Needs, Objectives, Learning Experiences, and Materials. A section on inservice programs provides descriptions and purposes of inservice workshops, and a section on evaluation discusses the local summer program for migrant children. (AN)

RC 005207

ED049862



A CURRICULUM GUIDE FOR MIGRANT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECESS-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Virginia Beach City Public Schools
Virginia Beach, Virginia
Summer 1970

A Curriculum Guide for the Migrant Child

Prepared by

TEACHER COMMITTEE

Mrs. Arthur Mae Lawson
Miss Louise Powell
Miss Carolyn Kennedy
Mrs. Rebecca Olds
Mrs. Lois Spain
Mr. Alton Hill

RESOURCE PERSONNEL

Mrs. Doris Knox
Mrs. Inez Wilson
Miss Joy Wainwright
Mr. Robert P. Stenzhorn
Mr. Elmer Tarrall
Mr. Welton Williams
Mr. Herman Reid

TABLE OF CONTENTS

INTRODUCTION	
LANGUAGE ARTS AND DEVELOPMENTAL READING	1
SOCIAL STUDIES	11
SCIENCE	20
MATHEMATICS	29
HEALTH	36
PHYSICAL EDUCATION	41
IN-SERVICE	65
EVALUATION	74

A CURRICULUM GUIDE FOR THE EDUCATION OF MIGRANT CHILDREN

MIGRANT EDUCATION PROGRAM
COURT HOUSE ELEMENTARY SCHOOL
VIRGINIA BEACH, VIRGINIA

SUMMER 1970

INTRODUCTION:

In an attempt to provide an educational framework that will bridge the gap that sometimes widens for the migrant child because of his constant mobility, the Virginia Beach School System has adopted the following philosophy:

To expose the child to experiences that will improve his self-concept and aid him in acquiring a feeling of "belonging" to the community in which he suddenly finds himself; to enhance his growth in social and academic skills, language ability, vocabulary skills, cultural experiences, sound health, and nutritional habits.

GENERAL OBJECTIVES:

1. To aid the migrant child in developing a positive self-concept
2. To make him aware of geographical aspects of Virginia Beach other than those with which he is primarily acquainted through field trips
3. To provide an atmosphere that promotes flexibility in the instructional program
4. To broaden his educational and cultural experiences

5. To provide a physical educational program which will instill in him a desire to attain and maintain good physical health and desirable health attitudes
6. To provide pre-service and in-service training for professional personnel to enable them to deal more effectively with the migrant child
7. To improve communication between states of the Eastern Migrant Stream and other home-base states

SPECIFIC OBJECTIVES:

1. To help the child realize through informal teacher-pupil conversation and visitations in the home environment that he is accepted
2. To acquaint the child with the historical heritage of Virginia Beach and with the area government installations
3. To identify academic deficiencies and provide materials on all levels according to ability
4. To provide an opportunity to learn about aesthetic values through art-crafts and musical programs
5. To emphasize physical fitness, good health, responsibility, fair play, congeniality, cooperation, and good health habits

LANGUAGE ARTS AND DEVELOPMENTAL READING

The school's part in language and reading development depends upon the use made of the child's past experiences and the presentation of new experiences as a "launching point" to improve the child's ability to communicate.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To communicate with others more effectively by relating personal experiences and stories	To improve his self-image To extend his experiences and to encourage the sharing of experiences	<u>Pictures that Teach</u> , <u>Silver Burdett Co.</u> (Primary Set - 12) Cassette/Recorder Cassette Tapes
	To enrich his background	*Scholastic Kindle Filmstrip-Record <u>Who Am I</u> (1) <u>The Joy of Being You</u> (2) <u>People Packages</u>
	To help him modify and improve his informal speech so he can communicate with greater clarity	Bulletin Board (Self-Image) Polaroid Camera
		Records, Listening Center, Headphone sets
		<u>Bible Stories For Children</u> told by <u>Claude Rairs</u> <u>Songs Children Love to Sing</u> by Kapp
To acquire a larger and more meaningful vocabulary by sharing ideas and interests	To encourage the sharing of interests, ideas, and opinions with his peer group and with the teacher	*Filmstrips/Viewlex Wonder Tales by Walt Disney <u>Going Places</u> , <u>Going to the Country</u> , <u>Going To The Zoo</u> , <u>Going To The City</u> , <u>Ben and Me</u> ,

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

Discusses likes and dislikes with a partner

The Gold Bug, Casey At The Bat, Brer Rabbit Runs Away

Exchanges filmstrip, encourages partner to view same film he has viewed

*Scholastic Kindle Filmstrip - Record (3) Nothing Is Something To Do (4) Do You Believe in Wishes

To develop listening skills, particularly courteous attention to any speaker

Works in small groups to gain confidence in being accepted

Poster - How We Listen
Teacher Made

Let's Sing About the Alphabet (Children's Corner)

Has the opportunity to talk freely with other individuals

Let's Go To The Farm (Children's Corner)

Hans Christian Andersen Fairy Tales (Walt Disney Presents)

Happy Songs For Gloomy Days
Frank Luther

Golden Treasury of Nursery Rhymes - Golden Records

Dave Brubeck Digs Disney

Little Golden Books & Records by Sandpiper and the Golden Orchestra

Carousel Books

To acquire new understandings, to clarify old understandings, and to relate them to past experiences

To provide the time, the place and the materials for reading

To enrich the child's reading experiences with audio-visual aids

To improve his speaking, listening, and writing vocabulary

To improve his reading comprehension, both literal and interpretative

To develop oral reading skills

To teach the child to use picture and context clues

To develop word recognition skills

To improve speech patterns by listening to records, tapes, and films

Individualized activities:

Shares books

Tells why books are interesting

Dictates stories about book covers

Selects books from library

Compares predicted story with actual story

Veronica's Smile - Roger Duvoisin

Black and White - Dahlove Ipcar

A Train to Spain - Wade Ray

Bulletin Board Book
Jackets Display

Headphone sets and Sights and Sounds Series - Random House

Book with Tapes - Unit A

(1) Day and Night - Roger Duvoisin

(2) Our Veronica Goes to Petunia's Farm - Roger Duvoisin

(3) Red Ridinghood's Little Lamb - Charlotte Steiner

(4) Tico and The Gold Wing - Leo Lionni

(5) Wee Willow Whistle - Kay Avery

(6) When A Boy Wakes Up In The Morning - Faith McNulty

Unit B

(1) Animals Do the Strangest

Things - Leona & Arthur Hornblow

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

- (2) Bright Barn Yard - Dahlov
Ipcar
- (3) Cinderella - Beni Montresor
- (4) Cindy's Snowdrops - Doris
- (5) Elsa - Joy Adamso
- (6) Mary's Marvelous Mouse -
Mary Francis Shura
- (7) Twinkel, The Baby Colt -
Lawrence Barrett

Unit C

- (1) Fish Do The Strangest Things
Leonora and Arthur Hornblow
- (2) Frederick - Lec Lionni
- (3) The Hungry Book - Charlotte
Steiner
- (4) Look At A Gull - Dare Wright
- (5) The Small Elephant In The
World - Alvin Tressault
- (6) Seven Uncles Come To Dinner -
Margorie Auerbach.
- (7) When Is Tomorrow - Nancy Wat-
son
- (8) Who's In The Mirror - Phoebe
Erickson

To improve attitudes

To provide stories and
poetry for developing
interest in varied types
of reading

Listens to nursery
rhymes

Works puzzles of
rhymes

Reviews nursery rhymes
and learning of un-
familiar ones

Teaching Pictures

Puzzles - Child Guidance Toys

- (1) Humpty-Dumpty No. 944
- (2) Hey Diddle Diddle No. 964
- (3) Snow White - No. 943
- (4) Cinderella - No. 965
- (5) Little Boy Blue - No. 940
- (6) Mary Had A Little Lamb -
No. 941

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

To improve his vocabulary of descriptive words	Reports	Poems For You - Mary E. Dorsey Puzzles Playskol - Match a Story (1) Busy Bear (2) Happy Happy
	Nonsense rhymes	
	Illustrates favorite stories	
	Dictates stories about poems	Puzzles - teacher made
	Records stories	Teacher - collected and compiled poetry
	Reads favorite poems and other poetry	
	Writes poetry	
	Reads stories	

To grow as a unique individual by expanding his world	Visits Court House Hill, tours the grounds and buildings	Scholastic Kindle (5) All kinds of feeling
	Tours the fire and police stations	(1-4) Review of first four from time to time
	Talks with community workers	Films - <u>The Fireman and The Policeman</u>
To understand the structure of a community and the services of a community	Visualizes the work of firemen and policemen	

To correlate reading and audio-visual materials with the community study	Views films and filmstrips Dramatizes the duties of fireman	Teacher-made charts (1) Class stories (2) Poems
--	--	---

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

	Pantomimes the activities of firemen and policemen	(3) Thinking games (4) Stories from <u>Child Life Magazine</u> (cut out and mount) (5) <u>Poems from Child Life Magazine</u> (cut out and mount) (6) <u>Tracing games</u> (find way to fire station) (7) Cross-word puzzles (8) Flannel board cutouts
	Makes a Giant Book about trip Collects and compiles book	
	Dictates story about the trip	*Views - How Clothing Is Made Curious George Rides a Bike
	Recognizes community workers studied	Primary typewritten story
	Goes to department store to shop for clothes	Snapshots of pictures made on trips for story item
To provide understanding of the training and experiences required for superior job performance	Correlates fiction with facts	Reads billboard, road signs, stores names, captions, etc. on trips
	Notes difference when jobs are not done well	Enjoys fellowship of entire school on trip together
To provide insight into the importance of work well done	Notes consequences of good and bad work	
	Relates personal experiences of jobs well done	
	Expresses how he feels when he succeeds	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To acquaint himself with basic facts about the fundamental social institution - the family	To help the child understand the differing family group compositions and the varying patterns of living from family to family	Writes a story about trip. Takes story home. Reads story to relatives and friends
	To make him aware of his responsibility as a member of the family	Draws picture of himself in outfits bought on shopping spree
	To develop appreciation of the pleasure of family living, which comes from mutual understanding and mutual enjoyment of everyday happenings	Reads stories and poems about different types of families Learns new words about the family Views filmstrips and reads stories about families Studies teaching pictures about families Records stories on tape (compensate for spelling difficulty)
To help him understand the responsibilities of each member of the family		Writes story with teacher's help Brings and shares pictures of family Makes book about "My Family"
		Films: Eskimo Children Children of Holland Families and History Families and Jobs Families and Learning Families and Recreation Families and Rules Families and Shelter Families and Transportation Families and Weather Pictures that Teach-Silver Burdett - Primary Set - 12 Weston Woods Sound - Filmstrips: (1) Five Chinese Brothers (2) Jenny's Birthday (3) In The Forest (4) Millions of Cats (5) Wyken, Blynken & Nod Teaching Pictures by Alma Gillean Children Around the World

		Makes book about "Me, Myself, and I"	African Folk Tales (1) <u>Singing Drum</u> (2) <u>Magic Drum</u>
		Sees different types of families	Filmstrips - Churchill Series <u>How Do You Feel About Yourself</u>
		Discusses responsibilities of each member of the family	
		Collects and compiles pictures of families	How you feel about your family, about your community, and about your school
		Studies families of differing sizes, color, religion, wealth, etc.	Teacher-made games, charts, posters, experience stories of children
		Uses basic skills for word recognition and word study	Filmstrips: (1) Learning Letter Sounds (2) Reading Readiness - consonants - sounds - beginning - medial - final (Primary series) Commercial (3) Word flash cards (4) Phrase flash cards (5) Teacher-made word flash cards
		Views filmstrip to strengthen areas of weakness	Records - family listening type children records Radio - family programs Television - family program (teacher-made)
		Works in small groups (2-3) to improve sight vocabulary and phonics	
		Studies need for food, shelter, and clothing of each family. Builds model home. Cuts out and pastes furniture in	
To be accepted by other members of family			
	To aid the child in developing a sense of loyalty to the family, a desire to be a member of the family group, and an acceptance of family rules		
		To help him learn basic information about his home and about the basic needs of the family	

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

in proper rooms. Plans a landscape job with cut-outs from books and magazines

To know community services important to the well being of the family

Visits the doctor's and dentist's offices to have a physical examination

To make the child aware that he is not unique in having problems

Background - mural for home

Old newspapers

Old magazines

Old catalogues

Old coloring books

Old textbooks

Overhead Projector

Cassette/Recorder

Film - Eat Well & Grow Well

Film - The Doctor
Alexander Learns Good Health
Activity For Oral Language
Development - Mary E. Dorsey

(1) Increasing Listening

Abilities

(2) Hints on Sharing Books

(3) Directory For Instructional Aids

Learns telephone number

closest to home. Learns

address (house number and

street or road name)

Learns direction home.

Makes maps of the route home

Teacher-compiled

(1) Listening games (25)

(2) Reading games (25)

Teacher-made house

Room murals for pupil completion

* Materials available from Educational Media Center
Others from Center Library

SOCIAL STUDIES

The objectives of the social studies program are to give each child a better understanding of himself and those he lives with in order to develop responsibility, open-mindedness, concern for others, cooperativeness, and creativeness.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To realize that everyone is important	To aid the child in developing a good self-concept	Home tags (something cute) Pin name tags on each child - call child by his name often Display name cards for pupils in the room
	To increase his self confidence	Camera Take picture for each child to put on bulletin board Take a group picture
	To provide him with opportunities for achieving goals successfully	Helpers' chart Hang helpers' chart in classroom - select children to be special helpers
	To develop leadership ability	Mirrors Give opportunities for child to watch himself in mirror. Compliment children on behavior and appearance. Tell each child sometimes, "I Like You," "You're sweet." "I'm glad I know you." Whisper special little things to them.
	To assist him in developing respect for himself and for others	Brown paper (large) Let children trace each other and cut out the outlines Construction paper - Let the child draw a picture of himself and a picture of a friend
	To realize each child has privileges and responsibilities within the class	Tape recorder Let him talk and sing into tape recorder and listen to his own voice Books/stories <u>Little Red Ridinghood</u> <u>The Gingerbread Man</u> <u>Jack and the Beanstalk</u>

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

The Three Bears

Thumbelina

Poems

Everybody Says - My Shadow

Filmstrips

"The Joy of Being Yourself" series

FS 301.42 - "They Need Me"

FS 372.21 - "Getting To Know Me"

Songs

"If You're Happy," "When you Clap, Clap your Hands,"

"This Old Man," "Monkey-See, Monkey Do"

Films

F395 - "Beginning Responsibility"

F395 - "Kindness to Others"

To live and work
in groups

To live happily and
successfully at school

Learns the necessity of follow-
ing classroom regulations

Helps teacher, classmates and
other school helpers

Increases in responsibility

Develops self-control through
disciplined procedures

Learns to respect teacher, class-
mates, bus driver, cafeteria staff,
principal custodian, maids,
secretary, librarian

Encourages others to follow
school regulations

Teach the names of teacher, bus drivers, principal,
custodian, etc.

Tape name tags of pupils to desk, tape name tag
of teacher to desk

Have the students practice entering school by
correct doors, enter the classroom quietly, and
walking in the halls in an orderly fashion

Invite bus driver to classroom to talk about
"bus manners"

Have the students visit the library to talk
with the librarian and the lunchroom to talk
with cafeteria staff and to see the kitchen

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Develops conscientious attitude towards keeping school clean	Paper (construction) Have child draw himself with classmates
	Enjoys being a part of the school	Story paper Make a book-"Our School" Write stories about each helper - "Our Principal", "Our Custodian"
		Tagboard Make a list of classroom procedures and post in classroom: We stay in our seats. We listen to our teacher. We raise our hands to speak.
		Borrow tray, straw, milk, plate, napkin, etc. Demonstrate proper lunchroom procedures, dramatize lunchroom habits, activities
		Stop - Go Signs
		Play games using "stop-go signs"
		Finger plays "Sometimes My Hands are Naughty", "Mister Thumb", "Knock at the Door", "One, Two, Buckle My Shoe"
		Have contest choosing best worker for the day - give reward (lollypop)
		Films F395 - "How Quiet Helps at School" F395 - "Kindness to Others" F301.3 - "Our Class Works Together" F372.8 - "Schools and Rules" F372.8 - "Schools and Safety" F372.8 - "We Go To School"

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To realize that people everywhere live together in families	To build the child's understanding of family relationships	<p><u>Study Prints</u></p> <p>PI372.8 - "Around the School"</p> <p><u>Tapes</u></p> <p>T372.9 - "Let's Meet the Teacher"</p> <p>Sing Songs:</p> <p>"Wheels on the Bus"</p> <p>"When We Go To School"</p> <p>Construction paper</p> <p>Have the child draw a picture of his own family</p> <p><u>Magazines</u></p> <p>Cut out pictures of families working and playing together</p> <p>Dolls, baby carriage, play table, mops, clothes for dress up, dishes, wagons, play cars, etc.</p> <p>Let children play house in the play corner of the room</p> <p>Figurines of all family members</p> <p>Provide opportunity for free play with these figurines</p> <p>Story paper</p> <p>Write a book, <u>My Family</u>; include stories such as "My Daddy" and "My Mother", and draw picture at top of story page</p> <p>Read the following books:</p> <p><u>Daddies - Cotton</u></p> <p><u>Little Family Lenski</u></p> <p><u>Are You My Mother? - Eastman</u></p>
	To create an attitude in the child which makes him want to be a successful or helpful family member	
	To help him understand the role of his parents, brothers, sisters, aunts, etc.	
	To make him understand all families differ in size, conditions, color, habits	
	To show him that family membership changes from time to time	
	To enrich his understanding of animals as family members	

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

My Family - Schlein
Daddy Comes Home - Steiner
Big Brother - Zolotow
Angel Child
The Three Bears
Three Little Pigs

Request child to bring in a baby picture -
display on bulletin board

Prints

PI372.8 - "Families and Friend"
T301.42 - "Who's Who in Your Family"

Filmstrips and Tapes

FS301.42 - "Robert and His Family"

Films

F372.8 - "Families and Rules"
F372.8 - "Families and Jobs"
F372.8 - "Families and Recreation"
F372.8 - "Families and Learnings"
F301.42 - "What Do Fathers Do?"

Filmstrips

FS301.42 - "Father Work Series"
FS301.42 - "Mother Works Too"
FS301.42 - "They Need Me Series"

Discuss incidents that happen at home

Prepare a bulletin board
Title, "What Kind of Shelter Do You Have?"
Place trailers, tents, houses, apartments,
campers, boats on the board

To know that all
families need shelters

To expose the child to the many
kinds of shelters

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	To help him appreciate his own kind of shelter	Have child draw a picture of his own home - cut out the picture
	To enrich his understanding of the need for shelters (rest, clothes, food, recreation, protection)	Prepare a chart entitled, "Things I Know About My House" - include house number, street, color of house
	To extend his knowledge to shelters in other countries	Discuss and describe homes people live in
	To show him the many kinds of rooms in a shelter (living room, bedroom, kitchen, bathroom, etc.)	Collect pictures of shelters from magazines Blocks, tinker toys, Lincoln Logs Build shelters with blocks, and other play equipment
	To help him determine the kind of shelter he would someday like to own	Tent Set up tent within the room or outside for free play Sleeping bags Let children rest or enjoy a sleeping-bag experience Build a cage or house for a pet that can visit in the classroom
	To show him that animals live in many kinds of shelters	Discuss activities that go on within the home Draw a picture of his favorite shelter Cardboard boxes Make a playhouse, hang curtains, put down rugs, hang picture Read poems about houses - "The Crooked Man" Dramatize - "The Three Little Pigs"

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Name some of the 50 states	Visit a trailer park - Visit in other homes
	Locate some of the 50 states	Map: Prepare a giant U. S. Map, let each child write his name in the state where he was born
	Learn the names of other countries	Globe: Place globe in room for children to handle and study
	Know that our nation's chief leaders are the President and Cabinet members	Magazine (news) Let children thumb through magazines, cutting out pictures of leaders of our nation
To know certain basic facts about the United States	Identify people in our nation whom we have chosen to make laws	Pictures: Mount pictures of President Nixon and Cabinet members
To know the names of other major countries	Learn that laws of the nation are made by the people	Make a bulletin board with leaders displayed
	Recognize the American flag Name colors, stars, stripes	Invite a local resource person to discuss the proper display of the flag
	Develop respect for our flag	<u>American flag</u> : Display American flag, teach "Pledge of Allegiance"
		<u>Teach Poem</u> : "I love my country's flag The red, white and blue To every boy and girl it Says, be good, be kind, be true".
	Develop love for our nation	Talk about our great nation

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Appreciate living in America	<p>Sing songs:</p> <p>"My Country 'Tis of Thee"</p> <p>"God Bless America"</p> <p>"America"</p> <p>"You're a Grand Old Flag"</p> <p>"This Land is Your Land"</p> <p>Parade around the room to a patriotic march with flag at head of line</p> <p>Show films:</p> <p>F 791.6 - "Let's Have a Parade"</p> <p>Tapes:</p> <p>T372.8 - "Geographic Terms"</p> <p>T372.8 - "Columbus Day"</p> <p>Prints:</p> <p>PI 394.26 - "Holidays - Flags Day"</p> <p>PI 394.26 - "United Nations Day"</p> <p>PI 910 - "Brotherhood Week"</p> <p>372.8 - "The Earth - Home of People"</p> <p>372.8 - "Children and the Law"</p>

SCIENCE

INTRODUCTORY-GENERAL PURPOSE

Science experiences in this program give children an opportunity to explore and satisfy their curiosity, to use their imagination, to plan cooperatively, and to learn by doing.

NEEDS OBJECTIVES LEARNING EXPERIENCE AND MATERIALS

To learn about their environment

Familiarize children with their earth

Air

Soil

Water

The three states of matter

The causes of changes in matter

The terms melt and freeze

The changing of solids into liquids by use of heat

Use teaching picture for viewing and discussing.

Use globe to point out water and soil (continents and oceans).

Demonstrate that "air is real" by pushing an empty glass straight down into water; tip glass to show air can escape.

Observe clouds.

Discuss cause of rain.

Filmstrips

Observe demonstrations of change in the weather cycle from liquid to gas to liquid:

1. Water in kettle to simulate water on earth
2. Boiling of water, causing steam, to simulate clouds or fog
3. Cooling cloud, causing molecules to become heavy and to drop to ground again to simulate rain.

Have class-made charts showing three states of matter (solid, liquid, gas).

ice (solid)

ice melted (liquid)

evaporating water (steam)

Light match and observe smoke or gas blending freely in the atmosphere.

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

Use two water containers. Keep one at room temperature, the other heated.
From which has more H_2O evaporated?
Melt ice or paraffin or sugar by heating to change it into liquid.

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

The curvature of the earth's surface	Globe Pictures of earth taken from space craft Have children draw pictures and mold clay models of how they think the earth would look from outer space.
A comparison of the amount of land and water on earth	Globes Pictures
Description of air as invisible blanket around earth and demonstration of ways to detect it.	EX. blow up balloon - Feel air being released Blow air through straw in water and note air bubbles. Look outside for signs of air (leaves moving, clouds, moving smoke, etc.).
Definition of desert as area of land having little or no rain-fall	Pictures of deserts Film and filmstrips Have children collect pictures from old magazines Encyclopedia Discuss why few plant grow in desert
Plant growth	Plant seeds in five different jars, four containing shallow soil, the fifth only H ₂ O 1. Deprive 1 jar of H ₂ O 2. Deprive 1 jar of air by sealing lid 3. Deprive 1 jar of light (in closet) Observe and compare growth
Differences in appearances of plants	Field trips around school grounds Have discussion on likenesses and differences of various plants children collected. Filmstrips Pictures showing plants of different sizes Classify on chart as big, medium, large, small, etc.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Differences in appearance of animals		<p>Trip to Zoo</p> <p>Zoo Baby Animals (and other library books)</p> <p>Films and Filmstrips</p> <p>Make pictures of animals</p> <p>Observe and discuss finished pictures.</p>
Rocks		<p>Educational Services, Inc. Filmstrip</p> <p>Records with each filmstrip</p> <p>To learn what fossils are, and what they can tell us about the earth</p> <p>Playschool Puzzle</p> <p>Putting different flower parts together</p>
Parts of a flower		
Safety in the home and on the roads		<p><u>We Read about Fire and How It is Used,</u> Webster, Jr. Science Series</p> <p>Field trip to fire and police stations</p> <p>To observe the scientific ways of extinguishing fires and of communicating with others some distance away.</p>
Operation of a television		<p><u>Webster, Jr. Science Series - How Television Works</u></p> <p>Pictures</p> <p>Field trip to a T.V. station</p>
Signs of seasonal changes		
Migration of birds		<p>Teaching pictures</p> <p>Pictures from magazines which students have found and cut out themselves.</p> <p>Make class booklet with pictures of plants for each of the four seasons and with pictures of animals. Make a leaf collection from nearby area</p>
Annuals		
Perennials		
Evergreens		
Winter foods from warmer climates		<p>Films and filmstrips</p> <p><u>Encyclopaedia Britannica Films</u></p> <p><u>Health Science Filmstrips</u></p> <p><u>"A Day of Winter" by Betty Miles, Sights and Sounds</u></p> <p>Tape recorder and cassette</p> <p>Children draw pictures illustrating the story afterwards.</p>

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Work-saving advantages of machines		Experiment with moving heavy objects and easier ways of moving them: wheels, ramps, rollers. Teaching pictures showing how people work with machines
Definition of the term "work".		Making a pulley from a coat hanger and a thread spool (cord) Books Films Filmstrips
The force of moving air		Make kites and fly them on a windy day. Use pictures showing the results of a wind storm. Share experiences of what has been seen as a result of high winds. Visit a wind mill and discuss the work that it does. #551.5 <u>Wind and What It Does.</u> EMC
The importance of the sun and its effect on plants and soil		Show what happens to a plant without sunlight. Observe the effect of sunlight on soil deprived of water.
Scientific explanation of day and night		Demonstrate the relation of the earth by the globe. Simulate sunlight hitting different sections of the earth by using a flashlight as the sun and a globe as the earth. <u>T372.3 Swing Around The Sun-EMC,</u> <u>Wollensak Tape</u> (can also use doll, etc., as the earth)
Seashore life		Discuss the plants and animals that live in the ocean. Visit tropical fish aquarium. Field trip to Sandbridge Look for seashells
Characteristics of frogs (amphibians)		<u>F551.4 Sea Shore Life, EMC</u> <u>F594 Sea Adventures of Sandy the Snail, EMC</u> Set up an aquarium in classroom and observe the living habits of fish and frogs.

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

F639 A Balanced Aquarium, EMC.
F597 The Fish That Nearly Drowned, EMC.
F597 Tad, the Frog, EMC
Bring frog into classroom and observe how it breathes, what it eats, how it lives and grows
Have children make pictures showing how frogs develop from tadpoles.

Seasonal change and its effect
on plants and animals

Discuss temperature changes
Teaching Pictures
PIS25 Seasons (study prints) EMC
Have children draw or find pictures of animals that hibernate in the winter
F225 "Winter on the Farm"
F525 "Summer on the Farm"
F525 "Spring on the Farm"
F525 "Spring Brings Changes"
F525 "Fall Brings Changes"
F525 "The Farm Family in Winter"
F525 "Children in Winter"
F525 "Children in Summer"
F525 "Children in Spring"
F525 "Children in Autumn"
F633 "Autumn on the Farm"
(all above filmstrips available at EMC)

Plants vs. animals

Students collect pictures from old magazines and classify them as plant or animal. Make a display.
Talking pictures
Discuss how plants and animals are dependent upon each other

Parental care of young (animal kingdom)

Collect pictures of animals taking care of their babies.
Teaching pictures.
Films -
F599.7 "Three Little Kittens"
F599.8 "Rikki-The Baby Monkey"
F598.6 "The Red Hen"
F599.3 "Mother Rabbits Family"
F599.7 "Mother Deer and her Twins"

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Animals beneficial to man	Films (cont'd) F599.3 "Gray Squirrel" (available from EMC.) List animals (with pictures) that help man perform his work. (wall chart) Chart showing animals that are used for clothing, food, for pets and entertainment. (T.V., circus, etc.) F599.3 The Beaver. EMC F596. <u>Animals Useful To Man</u> , EMC
	Care of pets	Trips to a pet shop--have shopkeeper demonstrate how the pets are cared for. Have children tell about pets or animals they have cared for. F599 <u>Farm Animals</u> , F636-08 <u>Care of Pets & F599.8 Adventures of Cindy</u>
	Animals not dependent on man for survival	Discuss animals which do not depend on man for survival.
	Food-getting	Discuss what animals eat. GAME: Have a child pretend he is an animal and describe himself to the class, the food he eats, etc. Let the class guess what he is.
	Locomotion of animals	F595 <u>Wonder In Your Own Backyard</u> , EMC (Bring animals into classroom and observe their movements. e.g. caterpillar, earthworm, cricket, etc.) GAME: hold up picture of an animal and see who can tell how it moves. Let children take turns imitating animals' movements and have other class members guess the animal. -Charades-

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Familiarizes himself with a lever and how it makes our work easier.	Demonstrate how levers help move heavy objects. Point out the three main parts of a lever - force, weight, and fulcrum. Bring in can opener, nutcracker, scissors, hammer. Show by picture of see-saw. F621.9 <u>Making Work Easier</u> , EMC (describes plane, wedge, pulley and wheel)
	Learns what friction is	Show that friction is the rubbing together of two surfaces - e.g. wheels on highway when brakes are applied
	Understands how inclined planes can aid us in our work.	Teaching pictures. Make an inclined plane to pull wagon up to another level-(discuss ways that trucks are loaded, etc.)
	Knows that a wedge and screw are examples of inclined planes	Teaching pictures
	Reviews all simple machines	Discuss how machines have affected our lives. Display pictures of various machines and explain how they are used to do different kinds of work. Have class build some simple machines.

MATHEMATICS

The developmental arithmetic approach for the migrant child shall encompass the concepts set forth in reading, writing, and related field trips. The actual learning activities will be designed to help him explore the world around him, find solutions to family problems, and so direct his life towards being a better citizen.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To develop mathematical awareness	Identify numbers within given sets	<p>Have children cut out pictures classified into sets of pets, toys, food, people, colored objects, etc.</p> <p>Make set booklets from drawings or pictures that children have cut out.</p> <p>Have children identify teacher-made sets.</p>
To recognize geometric shapes	Recognizes geometric shapes	<p>To create pictures and designs from geometric shapes.</p> <p>To produce shapes from the geometric forms kit and to create designs.</p>
To name sets	Names sets of like objects which have been added or removed	<p>Teacher places sets of similar objects on a table for children to study for a few seconds. Children close eyes while teacher removes or adds a set and children then name the set or sets added or removed.</p> <p>Flannel board</p> <p>F-510 Film or discovery geometry</p> <p>Show pictures and ask children the relation of one object to another.</p> <div data-bbox="892 553 990 691"> </div> <p>The Chimney is on the top of the house.</p> <p>Teacher-made ditto sheets</p>
		<p>Example: Place X on geometric shape</p> <div data-bbox="1096 915 1156 978"> </div> <p>on the circle</p> <div data-bbox="1096 723 1156 787"> </div> <p>over the triangle</p> <div data-bbox="1096 553 1156 617"> </div> <p>inside the square</p>

NEEDS OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

To make comparisons

Makes comparisons

between two or more
objects (smaller, larger,
fewer, smallest, less,
more, greatest, etc.)

Teacher-made games

Example: I'm thinking of a number
greater than 3, but less than 6.
What is the number?

Pictures showing objects of different sizes,
or sets showing greater than and
less than.

To produce patterns

Reproduces patterns

Flannel board

Chalk board

Teacher-made ditto sheets (for
completing patterns)

Example:

Have children create their own patterns by
stringing beads, etc.

Show pictures or objects. Have children
compare them orally.

Have children make their own objects for
comparison.

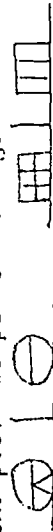
To complete geometric
shapes

Recognizes and completes
unfinished geometric shapes

Show sets of objects and have children select
the one that is different

Teacher-made dittos

Example: complete the figures



Example: Which one does not belong?



Provide experiences on Flannel board

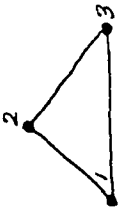
To discriminate
differences and
similarities


Recognizes differences and
similarities in pictured objects

To match sets

Learns to match sets
in 1 to 1 correspondence

Have children study a set, then draw a set
to match each object in the one he viewed.
Matching sets on flannel board
Use children and desks, etc., to match 1 to
1 correspondence. (3 desks to 3 children, etc.)

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Demonstrates through matching the set that has exactly <u>one</u> more object than another	Have sets on flannel board, etc., showing 1 object in 1 set and 2 in another, etc. Have 5 boys stand up, 6 girls stand. Ask how many more girls there are than boys.
To identify numbers	Identifies numbers	Children put heads down. Teacher taps desk with ruler (How many taps did children hear?)
To identify sets of 2	Identifies sets of two	Children name sets having 2 members 1. Set of eyes on a person 2. Set of legs on a bird 3. Set of ears on a horse 4. Set of wheels on a bike 5. Set of arms on a child
To complete sets	Completes sets of numbers by adding one to the first number	Example: 6 8 5 7 8 10 Show objects with no cards to match Show 5, books on number card Add one book, what will next number card be?
To increase counting skills	Shows counting skill by connecting dots in number sequence Shows the one-less sequence	Example:  Triangle, etc. 7, 5, 4, 2, 5, 3, etc.
	GAME	Have child play "IT," give clues and let class guess his number, Example, I came after 7. Who am I?

NEED	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To increase additive skills	Joins the articles in two sets to get the combined results	Pop bottle caps Flannel board Have a child put up a set of 3 objects Have another child put up a set of 4 objects (How many in all?) Teacher places 5 objects in a row. Asks- What place is the vase in? (4th) What place is the pencil in? (1st) etc. Line up children Asks- What place is Tom in? Betty? Number line Calendar- Have children change the date each day or put up next date. (learn numbers through 31) Play store - use cash register Have marked items and play money (buying and selling) Have children labeled, "I am 10¢, I am 5¢, etc." Call a group to front of room. Children at desks have to give a coin to match each, until each child sits down.
To count money	Uses nickels and dimes to count to one dollar	
To make change	Makes change	Hold a pretend auction - Tag items around room (erasers, pencils, crayons, etc.). Children take turns receiving play money and giving customers correct change.
	Places objects inside, outside, and on a closed curve	Let children follow dots to make a closed curve. Teacher-made dittos - Have children follow No. 2 to close the curve. Have them draw a point on the curve, etc. 
		Example: (Did you draw a straight or curved path?)

NEED

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

To learn that a straight line is the shortest distance between two points

Finds the shortest path between 2 points

Game maze
Read or tell a story about the distance from Mary's house to Betty's. Have the children draw their own paths between the 2 points.
They can create stories about a path from one point to another.

To create geometrical designs

Using pegboards to create geometrical designs

Use laces or yarn (toothpicks as pegs) to go around the pegs to make designs.

To construct plane figures

Constructs plane figures

Give each student construction paper, plastic straws, and paste. Have them make a triangle, rectangle, and square and write the number of straws underneath each figure needed to make the figure.

To learn 2 digit numbers

Groups pennies and dimes and gives value of each group in 2-digit numbers
To show place numbers

Give children play pennies and dimes.
EXAMPLE: 10¢ 10¢ and 1¢ 1¢ 1¢ 1¢
24¢ is ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢

To tell time

Learns to tell time on the hour

Use clock faces, watches, paper plates for making clocks with movable hands. Have children move hands to the hour that the teacher calls out.
Use time tapes.

To count by tens

Counts by tens through 90

Use dimes to count to \$1.00

Use bundles of sticks with 10 sticks in each bundle.

Use abacus

To write 2-place numbers

Learns to write correctly 2-place numbers

Have children complete the pattern:

11, 12, 13, -, -, 16, 17, -, 19, etc.

To solve equations

Solves simple equations by adding to subtracting

Magnetic math board
Teacher and pupil made games
Academic Games Development Program
Inverse Action

DO
Tie shoe
Sit
Add 3
Add 7
Add 2

UNDO
Untie shoe
Stand
Subtract 3
Subtract 7
Subtract 3, etc.

Finds missing numeral in equation

Inflate 5 balloons, Puncture 2.
How many remain? $5-2=?$

To distinguish between
and

Distinguishes which is greater or lesser

Spinning Game



4 or 8?

To distinguish between
line and line segments

Distinguish between lines and line segments by drawing each

Make one dot on board. Ask a child to draw a line through this point.
Ask others to do the same.

How many lines can be drawn through a point?

To make numbers fun!

Becomes more familiar with numbers

Encyclopedia Britannica films-
There are activities to go with each filmstrip as a follow-up.

THE HEALTH PROGRAM

The objective of the health program is to experience to favorably influence attitudes and practice relating to individual, family, and community health. The teacher of the migrant child should be familiar with the problems of the migrant people and have a sincere interest in their mental, physical, emotional, and social welfare. The teacher should develop close relationships with the children in order to detect health abnormalities.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To know that good food is necessary for good health	The child - Develops an awareness of the four basic foods	Pictures of basic foods Magazines from which to tear pictures	Assist children at mealtime to see that they are acquiring good eating habits
A good breakfast	Eats a good breakfast, lunch, dinner everyday	Film: (F 613.2) "Eat Well - Grow Well" "Why Eat Vegetables"	
A good lunch	Is encouraged to try new foods	Poem: "The Picnic"	
A good dinner	Cuts out pictures of good food	Study prints: (PI 371.7) Food and Nutrition	
A good snack	Pretends to serve meal in classroom	Story Book: <u>Little Bear</u> ; <u>Bread and Jam</u> ; <u>Danny the Dinosaur</u>	
	Makes a menu for each meal	Play dishes	
To know that mealtime is a happy and relaxed yet quiet time	The understanding that good manners are necessary to make mealtime happy	Setting of silverware for four	Watch for good table manners
To know what good manners are	Discusses table manners (good and bad)	Napkins	Choose boy - girl with best manners
To know that he must wash hands before meals, line up nicely, sit tall at table, and use correct eating implements, talk softly, chew with mouth closed, ask to have things passed, use napkins	Practices good manners at the play table in the classroom	Tablecloth Scissors, paste, paper	

83

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To know how to care for nails	Cares for his nails	The child will be assisted by teacher or aide in the shower
	Understands that deodorant is necessary	The child will be reminded to begin washing his face and work down
	Has greater concern for personal appearance	The child will draw himself on construction paper
	Improves his health and grooming habits	Charts - charts will show child - numbering parts of body in order of what is washed first
	Adopts attitude, "I like myself"	Films - F613 <u>Care of Hair and Nails</u> - <u>Care of Skin</u> - <u>How Billy Keeps Clean</u>
	Builds self-assurance	Study prints PI 371.7 - Health and Cleanliness
	Improves general appearance	Study prints - Keeping Neat and Clean
To recognize that good grooming plays an important part in self-assurance		Tapes - Songs - Health Can Be Fun
		Child will listen to songs about "Health Can Be Fun"
		Camera - pictures of individual children displayed on bulletin board
		Children will sing Monkey Song, Children, Children, Look In The Mirror
		Books: <u>Being Six</u> - <u>Just Like Me</u>

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To know that good teeth are necessary for good health	Keeps teeth clean and gums healthy	The child will receive a kit: toothbrush, toothpaste, glass
To know the proper care of teeth	Visits the dentist regularly	The child will be assisted in brushing his teeth after every meal
	Knows that teeth have different shapes and uses	The child will discuss a trip to the dentist
	Eats food which is good for teeth	The child will dramatize a trip to the dentist
	Knows that teeth are necessary for eating, speaking, and for a pleasing appearance	Construction paper, scissors, paste. The child will make a happy tooth and a sad tooth
		K613.4 -Dental Care Kit: Filmstrip, toothbrush, model teeth, books The child will practice brushing teeth with large brush and model teeth
		The child will see filmstrip
		Film: "Tommy's Healthy Teeth" F612

PHYSICAL EDUCATION

The physical education program permits pupils to choose from a wide range of activities. The total program is diversified, including, in addition to "monkey-bars", activities to teach the basic motor skills (walking, running, throwing, catching, climbing, and jumping), and to develop body efficiency through good posture, muscular strength, and general physical vigor.

The physical education program attempts to teach children to play and exercise safely, and it also endeavors to build a lasting interest in physical exercises so that children will continue to be active as adults.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To kick a soccer ball	To broaden children's physical activities through the teaching of a variety of new games, dances, and stunts	Games Soccer Tag football (boys) Basketball Goal ball Prisoners' base End ball Bat ball Breath hold Balloon blowing Stunts Crab walk Back-to-back push Rooster fight Stepping on toes Sit-ups Human-over-and-under Climb a rope Forward roll cartwheel Chin the bar
To trap a soccer ball with the foot		Materials Soccer balls Basketballs Utility balls Balloons
To learn to pass, receive, center, and punt a football		
To learn to chest, bounce, baseball, and overhead pass		
To dribble, free throw, and underhand shot		
To play games that provide an adequate intake of fresh air into the lungs to stimulate circulation and supply the body with needed oxygen		
To learn new stunts		
To strengthen arm and stomach muscles		

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To learn new dances	To help children develop a sense of rhythm and an appreciation for dances of other countries	<p>Dances</p> <p>Square dance</p> <p>Folk dance</p> <p>Two step</p> <p>Waltz</p> <p>Polka</p> <p>Materials</p> <p>Records</p> <p>Record Player</p> <p>Tumbling mats</p> <p>Chin-up bar</p> <p>Climbing rope</p> <p>Balance bar</p> <p>Horizontal bar</p>
<p>To run in good form</p> <p>To increase speed and distance</p> <p>To run without falling</p> <p>run and leap over objects</p>	To provide the opportunity for children to acquire motor skill through instruction in techniques	<p>Running</p> <p>Simple relay</p> <p>Rope skip relay</p> <p>Over-Under relay</p> <p>Run 50 yards dash (Record time)</p> <p>Run shuttle run (Record time)</p>
<p>To develop leg and thigh muscles, strengthen the abdomen, stimulate good posture, and breathe deeply</p>		<p>Jumping</p> <p>Broad jump the distance of 40-50 inches. Run in and jump long rope 8-12 times without missing (Ropes) (Stop watch)</p>
<p>To jump at least 12-15 inches high. To jump with good balance and rhythm. To jump from a platform 3-5 feet high and land lightly</p>		<p>Kicking</p> <p>Kick a soccer ball 20-30 feet. Kick a rolling ball with either foot</p>
<p>To catch with accuracy large and small balls thrown by another player</p>		<p>Dribble soccer ball</p> <p>Stop soccer ball with foot</p>

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

To catch a softball rebounding from a wall

Catching
Keep away
Passing the ball
Softball 500

To catch a batted softball

Materials
Junior size footballs

To throw a ball with good form and accuracy

The teaching of children how to develop upper shoulder muscles and outer muscles of the lower and upper arms

Throw a ball and hit a moving target

Throw a softball accurately to another person from a distance of 20 feet, 4 out of 5 times

Throw a softball overhead with good form and accuracy

To learn to bounce a ball

Throw and catch a junior size football

Bouncing
Bounce large ball 40-50 times in 20 minutes (Recorded time)

To dribble a basketball

Basketball dribble relay

To bat a properly pitched ball

One-bounce volleyball

To bat volleyball and utility ball with hand

Circle handball

NEEDS

OBJECTIVES

LEARNING EXPERIENCES AND MATERIALS

53

To develop emotional stability to meet the stresses and strains of modern life

To improve posture through games and activities

To walk properly
To sit properly

To help children gain sufficient coordination, strength and vitality to meet emergencies as well as requirements of daily life

To assist them in developing emotional skills

To assist them in developing good posture, muscle strength, and general physical vigor

Batting

Softball

Volleyball

Batball

Materials

Stop watch

Volleyballs

Utility Balls

Basketballs

Running schedule

Relays and stunts

Lead up skills

Games

Emotional skills

Play without quarreling and fighting

Follow directions

Have respect for school property and equipment

Play safely and fairly

Learn to accept victory and defeat with proper attitude

Games

In and out running

Take part in team play

Choose and accept partners willingly

Form lines and circles quickly

Depend less on adults

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To stand properly		Walking the plank Walking on stilts Book on the head
To have several posture analyses during the program		Merry-go-round Pail relay
To create new stunts	To increase children's interest in physical activities through providing the opportunity for them to practice games, dances and stunts which they know and enjoy	Stunts Have a stunt day when each child has a chance to show off his original stunt Material Mats Rock'N Roll Records Record Player
To know the rules and skill of games		
To know steps to several dances		Dances Allow students to have a sock hop when they can bring records of their own and do popular dances
To participate in everyday exercises	To provide children with the maximum opportunity to participate in vigorous physical activities	Exercises Jumping Jill Woodchopper Jump and Touch Rocking Chair Basketballs Utility balls
To build coordination		Coordinator
To learn to contribute the most possible to the group during group competition games		

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	To promote team work and fair play	Group competition games Softball bats Softballs Softball bases Softball-T
To be aware of progress being made	To build a lasting interest in physical exercises so that children will continue to be active as adults	Keep an action poster to record progress Materials Poster paper Aware ribbons Physical fitness report cards
To take an active part in field day events		Have a track and field day when children can compete for prizes
Walk successfully a low ledge, low ridge, or balance beam	To make the learning of locomotor movements enjoyable by changing the timing, intensity or direction	Walking, taking hikes, going shopping, (walking from one department to another) Materials Balance beam Bean bag
To learn to walk: Fast or slow In place Forward Sideways Backward or Turning		Taking field trips Walking relay Marching to music Walking the balance beam
.Light .Tiptoe .Dignified .Heavy		

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		Games: Dog and bone (player must creep or tiptoe)
		Old Mother Witch
		Source: Games for the Elementary School Grades
		Burges Publishing Co. 426 S. Sixth St. Minneapolis 15, Minn.
Jumping, using both feet	To teach various ways to jump	Rope jumping
Learn to jump high:		Distance jumping
In place		Jumping from a platform
Forward		Jump Jim Crow (jumping game)
Backward		Jumping to music
Turning		Exercise: Jumping Jack Jumping over objects
Skip using both feet	To develop the fundamental rhythm of skipping	Skip to a designated spot Skip to music

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

Skip light, rapid movement with feet always close to floor

Skip with a free graceful movement high in air with knees nearly straight, or a robust emphatic movement with knees high and bent

Skip in a circle

Skip rope

Skip relay

Games:
Skip to My
Lou

Old King Cole

Sing a Song of
Sixpence

Farmer In The Dell

Ring A Jig Jig

To feel free to discuss games that are to be played in the classroom just before going out to the play area

To feel free to talk about games they know and like

To plan for the presentation of game activities that will motivate children so that they are eager to play

To stimulate interest

Visit another school where the games of children are observed

Special events:
Festivals, play-days, parties, tournaments

The purchase of new equipment

Swimming courses

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Breath deep to stimulate circulation and supply the body with needed oxygen	To integrate game experiences within the curriculum	
	Provide an opportunity for dramatic play	Plays: An Adventure in Stuppet Land
Learn to imitate characters		Hansel and Gretel
	To develop an appreciation for rhythmic pantomime	Rhythmic Pantomime such as: seagulls (flying, landing, taking off)
Learn to act out parts	To create a desire to imitate	Frogs (jumping, looking, "noises") Turtle (movement, body actions, head actions) Plays by: Michael Warnes Paul Smiths, N.Y. Creating Plays with Children by: Sandra Sanders Decorations made of: cloth, crepe, poster, and construction paper, magic markers, scissors, needles, thread
Learn to respond to suitable musical compositions	To develop an appreciation for interpretive rhythms	Listening to varying compositions that are: Light and gray Dreamy or Strong and Vigorous

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

To provide positions of emotional release through free rhythmic movement to accompaniment

Materials
Record Player
Record

First listening experiences

Children's Songs for
A Rainy Day:
Classroom Rhythms
(Interpretive Rhythms)

Educational Record Sales
157 Chambers Street
New York, New York 10007

Perform simple stunts

To teach stunts that are fun and healthful

Stunts

Do 5 sit-ups
Back to back
Human ball
Jumping through stick
Hand walk horizontal ladder
Forward roll
Cart wheel
Chin up at least 5 times

To strengthen arm muscles

Materials
Tumbling mats
Broom-handle sticks
Horizontal bar

Know how to walk to music

To provide opportunities for vigorous and continuous activity

Walk on a straight line to music (Pop Goes the Weasel)

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Know how to run to music		Run to music (Wabash Rambler) Materials Album - Fifteen for Fitness
Know how to gallop to music		Gallop to music (El Molino) Pretend to be horses
Know how to skip to music		Skip to music (Magic in the Moon Light) Jog length of primary black top (skip back) One-leg hop Two leg hop All join in circle and execute "Tortoise and Hare"

GAMES FOR KINDERGARTEN AND GRADES
ONE THROUGH THREE.

The following games appeal primarily to individual achievement, and any reference to achieving or winning is directed to the individual rather than to a group or a team. Many games enjoyed by children in these grades or age utilize a dramatic element through chants, conversations, or make believe characters.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To learn the rules of the game	To provide skills that are appropriate to the developmental level of children ages 4-6	Play the game Source for the following games: Games For The Elementary School Grades by Hazel A. Richardson Burgess Publishing Co. 426 S. Sixth St. Minneapolis 15, Minn.
To learn the word of the game	To teach a new game "Old Mother Witch"	Chanting the words to the game, "Old Mother Witch", thought she was rich, picked up a penny and thought she was rich"
To learn the object of the game (to keep from getting caught by the witch)	To provide opportunities to participate in low organized games	Taking an active part in the game Accepting the position of witch when caught
Learn rules and directions for the games:	To teach a new game "Crossing The Bar"	Learn to take off and land on both feet To leap from one foot to the other Leap across after a run Learn to make their jumps bouncy, easy, and light
Two (2) lines are drawn to represent the banks of the brook.	To develop courage in jumping To teach different types of jumps	
The children run and jump over the brook. Anyone missing and landing in the brook is sent "home" to put on dry		

shoes and dry socks; he goes "home", pretends to take off and put on his shoes and socks and then re-enters the game

To teach the skill of landing with a "give" in the ankles and knees

To try and land without making any noise

Masking tape or chalk for lines if game is to be played indoors

To learn the game rules:

"Simple Tag"

The players are scattered over the play area. One child is to tag another player. A player whom he tags becomes It; he calls, "I'm It," and the game continues without a break

To teach a game that permits a short period of vigorous physical activity

Playing the game

Trying not to get tagged by it

"Simple Tag"

To learn the game rules:

Touch Ball players are in a circle formation. One child, who is It, stands inside of the circle. A ball is passed from player to

"Touch Ball"

Playing the game with three or four players inside the circle

Teach the children to throw accurately and encourage them to increase distance in throwing across the circle

Avoiding trying to be It deliberately

NEEDS OBJECTIVES LEARNING EXPERIENCES AND MATERIALS

player around the circle and across the circle. The child who is It must try to tag the ball. When he does, the child who threw the ball or touched it last, becomes It

To learn the rules of the game:

"I Saw"

The players are seated in a circle. One child is in the center of the circle.

He says, "On my way to school this morning, I saw " ". He then imitates, in movement of gestures, what it was. The child who guesses correctly goes into the center and the game starts again. If no guesses are correct, the center tells what it was that he saw.

To develop the desire to imitate

To imitate things well
Rate praise and the chance to do another imitation
Learn to raise hands and be called upon for their guesses eliminating confusion

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

Learn to maintain absolute quiet during the game

To teach games dealing with the importance of fair play

Learn that it is more fun if everyone keeps very still

"Dog and Bone"

One child is selected to be the dog. He sits on a chair or stool in front of the children who are sitting. The dog closes his eyes. His back is towards the other players. The dog's bone, which is an eraser, book, or any article of similar size, is placed near his chair. A child selected by the teacher attempts to sneak up to the dog and touch his bone without the dog's hearing him. If the dog hears someone coming, he turns around and says, "Bow! Wow!" Then, the player must return to his seat; teacher chooses another player. The child who is successful in touching the bone before the dog hears him, becomes the dog, and game is repeated

The dog must learn to stay alert

Learn to turn around only when he is sure that he hears someone coming

If he turns when no one has left his seat, the dog must give up his place to another child

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

Learn direction for game:	To teach the player courage	Learn to venture close to the frog
<p>"Frog In The Sea"</p> <p>A circle is drawn on the floor or scratched on the playground surface. The child selected to be the frog sits cross-legged in the center of this circle. The other players chant:</p> <p>Frog in the sea can't catch me!</p> <p>They step in and out of his circle, poke him, and dare them. The frog tries to tag someone without leaving his sitting position. Anyone whom he tags changes places with him and the game continues</p>		<p>The frog must learn to surprise the player in order to tag them. Must not leave his sitting position. If he does not keep his position while tagging a player, the tagging is unfair and the child who was tagged does not change placed with the frog</p>
Learn to hold a child correctly	To teach children the correct way to hold another child when playing games that involve holding someone around the waist	To hold the child in front of them with their hands with their hands on the body structure at the sides of the hip
<p>"Fox and Chicken"</p> <p>One player is the fox. The others are the chickens, and they form several groups of from five to six players. Arrange in files. Each child in a file holds his on the hips</p>		

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
<p>of the child in front him. The first player in a file is the hen. The fox tries to tag the last chicken in any one of the files. The hen tries to protect her group from the fox with her out-stretched arms while the group moves from side to side in back of her; all player's must maintain their holds in the file</p>		
<p>Learn direction for game</p>	<p>To teach accuracy and distance in throws</p>	<p>To be fair in judging whether the ball was missed, because it was poorly thrown or because it was a poor catch</p>
<p>"Teacher Ball"</p> <p>The children are in groups of six to eight players, with one child in each group as the leader or "teacher". The leader faces the others, who form in a line about eight to ten feet from him. He tosses the ball to each player in turn, starting at the head of the line continuing through the foot of the line. Each child, upon receiving the ball, tosses it back to the leader. Anyone who misses the ball goes to the foot of the line. If the "teacher" misses, he goes to the front, the child at the head becomes the teacher; and the play is continued</p>		<p>Large, soft balls or bean bags</p>

Eliminate the bounce and catch the ball before it bounces or hits the floor

Volleyball
or any large,
soft ball

To provide an opportunity for children to play a game that will help to develop alter responses and accurate catching

Learn to call the names clearly, so that all may hear, and to call the name as they toss the ball

"Call Ball"

The players are in a circle formation with one child in the center. He tosses the ball above his head while calling the name of a child in the circle. That child attempts to catch the ball before it bounces more than one time. If he catches the ball, he may take the place of the child in the center and toss the ball. However, if he fails to catch the ball, the child in the center continues to toss and call until a player is successful in catching the ball

To understand the rules of the game

Teach the children to listen carefully to the descriptions and to be ready to run if they are described

Learn way to describe a child as the color of clothes, hair, eyes, etc.

"Have You Seen My Sheep?"

The players sit or stand in a circle formation. One player is it; he goes around the outside of the circle, stops behind one of the players and asks, "Have you seen my sheep?" The player in the circle replies, "What does he look like?" The child who is it describes another player in the circle while the second player guesses who it is that is being described. As

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
<p>soon as he guesses correctly, he chases the described player around the circle and returns to his place. If that player is tagged, he becomes "It", and if he is not tagged, the chaser is "It" again</p>		<p>Play other games that require one to listen carefully such as:</p> <p>Good Morning Judge Huntsman</p>
<p>Learn the rules and directions for the game</p> <p>"Huntsman"</p> <p>One player is the hunter. He moves around the room and says, "I'm going hunting and I'm to take you, you and you." (Tapping the players on the head as he speaks). The players who were tagged follow along behind the hunter until he calls, Bang! All the players then run for their seats or place in the circle. The first one seated in his own seat or standing in his original place becomes the new Huntsman</p>	<p>To teach a game that can be intergrated with the subject matter area; the rows can be named something related to the present unit being studied</p>	<p>Allow students to play the game in groups and assign names of animals for each group</p> <p>Try to be the first person back to his seat or place in the circle</p>

GAMES FOR GRADES FOUR THROUGH SIX

Interest of the children in the fourth, fifth, and sixth grades lies in group endeavor and group competition and the development of increasing complex neur-muscular coordinations. Vigorous games are of longer duration, are suited to competition play for squads or teams, are built upon fairly complex rules, and demand excellent skills. These games of higher organization becomes increasingly popular during the years of the intermediate grades. Throughout these three years, the children develop a higher degree of accuracy, speed, and distance in throwing, striking and kicking; speed and accuracy in catching; and speed in running, dodging and starting to learn the rules for playing.

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

Play the game and use some of the basketball rules and penalties

To teach quick passing, accurate catching, distance throwing, and guarding and intercepting throws

To learn the rules required to play:

"End Ball"

The players form two (2) teams, one third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own men while the end man has both feet in his own area. A point is earned for each successful pass. The game is started with a toss-up between two opponents who have come to the center line and each player attempts to bat the ball to his own guard

Learn to throw, roll, and bounce a ball over the opponents boundary line

To teach how to throw a ball hard and fast, and how speed gives distance in a throw

To learn the rules required to play:

"Boundary Ball"

The play space, about the size of a basketball court, is divided into three equal areas. The players are in two teams placed with one team in each area. The object of the game is to throw, roll or bounce a ball over the boundary line. A player from each team stands on his own

LEARNING EXPERIENCES AND MATERIALS

OBJECTIVES

NEEDS

rear boundary with a ball. On a signal to start the play, the two balls are thrown into play by these two players. Thereafter, the balls are thrown from the place where they are intercepted within the end areas. No ball can be played from outside the boundary line of the end area. The team which first gets the ball over opponents rear boundary line wins the game

VIRGINIA BEACH IN-SERVICE PROGRAM

MIGRANT EDUCATION

SUMMER PROGRAM

In keeping with the preface, philosophy, and introduction to the curriculum guide, the in-service program for teachers and other personnel for the Migrant Program has been developed and enforced to support the beliefs and purposes.

The workshops, lectures and activities serve to train and retrain teachers and teacher-aides in understanding the problems, desires, abilities, and uniqueness of the children with whom they will work.

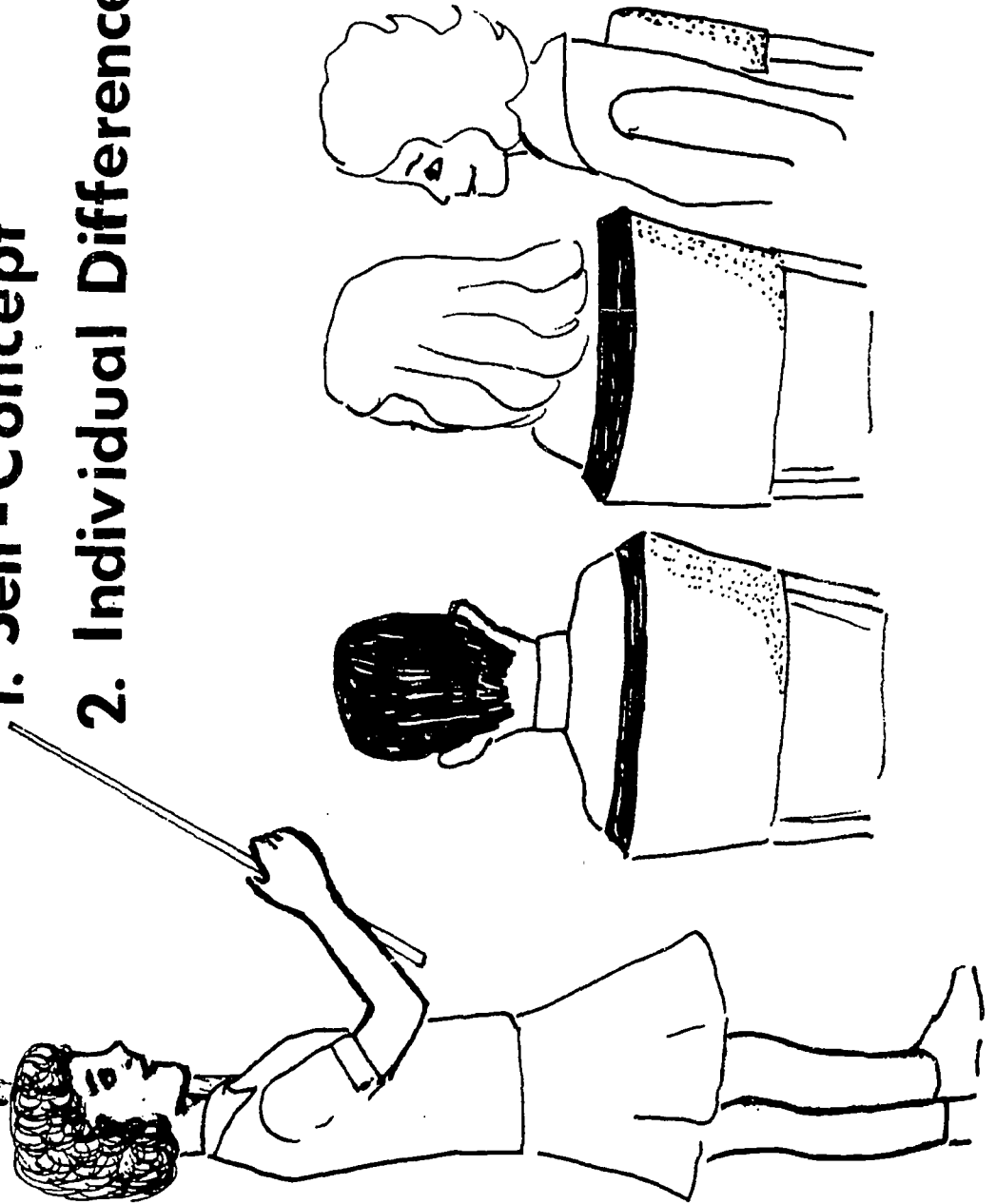
It is believed that experiences, education, innovations, and admixture of love will equal success in working with children of migratory workers.

In this section will be found descriptions of in-service workshops, programs and a complete listing of the consultants who contributed so much to this very worthwhile program.

I N S E R V I C E

MIGRANT PROGRAM

1. Self-Concept
2. Individual Differences



Virginia Beach, Virginia

In-Service Program
under the auspices and
direction of
Virginia Department of Education
in cooperation with
Accomack County and Virginia
State College

April, 1969

Purposes of In-Service Training Workshops and Inter-
state Educational Tours

- .To develop and conduct staff development programs for personnel in the Virginia Child Migrant Program
- .To cooperate with other states educational agencies in improving educational programs and in developing record transfer system for migrant children
- .To coordinate the activities of cooperating agencies serving migrant children in The State of Virginia
- .To provide for developmental and remediation programs, for health and other ancillary services, and for a variety of cultural enrichment activities

- .To develop awareness of the psychological and sociological factors affecting cognitive processes
- .To provide closer home-school relationships
- .To utilize special professional personnel and para-professional aids to the fullest depending on the "priority of needs" of the program
- .To assist with the constant evaluation for assurance that the instructional program follows the philosophy of sequential, continuous progress and individualization of instruction which results in desirable student behavior
- .To assist new personnel in becoming familiar with curriculum procedures unique to the migrant program
- .To aid teachers to recognize and use appropriate terminology in stating specific behavioral objectives which help measure student learning
- .To aid teachers in selecting appropriate instructional aides and materials
- .To provide professional workshops, study groups, conferences, readings, research, etc.

.To assist with coordinator of the teacher-aide program, such as:

- orientation of teacher-aides
- scheduling so as to use full his potential
- discuss problems with teacher-aides

.To provide information about the school's professional library so it can be used to its fullest extent

Staff and Program Development - April, 1969

Since the traditional techniques, methods, and materials have not proven effective in teaching migrant children, in-service program development emphasizes using experience, plus innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school.

In an effort to compensate for the fundamental processes, the following in-service experiences were had by teachers in the migrant program for Virginia Beach in cooperation with Accomack, Northampton, Albermarle, and Roanoke Counties.

1. Course: Educational Workshop 1969
Workshop for teachers of the
Children of Migrant Workers
3 Semester Hours Credit
Division of Field Services
Virginia State College, Petersburg, Virginia
Dr. Samuel A. Madden, Instructor

Description of Course:

.An exploration, observation, and study of the ways of providing educational experiences for children of migrant workers

.The course included teacher orientation; visits to several labor camps in Florida in which migrant workers live; visits to schools attended by migrant children

.Study sessions at the Migrant
Education Center at Florida University
at Boca Raton, Florida

.Guided observations were made of the
home and family life of the migrant
workers and of the methods and material
used in schools for the children of the
migrants

.Critiques of the educational experiences
observed were reported

Theme: Developing Methods and Techniques
for Teaching Children Who Are
Culturally Different

.Summer - 1969 (Course - continued)
Migrant Education Program
P. L. 89-10, Title I

This section of the course
provided in-service sessions
throughout the summer to
assist teachers in gaining
increased understanding and insight
into programs for migrant children

.Selected consultants were provided
and students' skills in language arts,
developmental reading, social studies,
science, mathematics, cultural enrichment
activities, creative activities in music and
arts were stressed and developed

Period - June 16 - August 12, 1969

EDUCATIONAL TOUR

October 13, 14, 15, 1969
McAllen Texas and vicinity
Seventh Annual Child Migrant Workshop
McAllen Civic Center

Purposes:

1. Exploration, observation, and study of the ways of providing educational experiences for children of migrant workers who are bilingual and Mexican-American
2. Visits to several schools, labor camps, native country of Mexico
3. Participate in Seventh Annual Child Migrant Workshop

Regional Conference on Migrant Education
Americano Hotel
Virginia Beach, Virginia
March 4-7, 1970

Federal Programs Office
State Department of Education
in cooperation with Accomack County
and Virginia Beach Public Schools

Purpose: To study and improve Record Transfer System
and Committees for Regional Conference

Summer 1970
Migrant Education Program
Public Law 89-10, Title I

In-service Training Workshop
for Administration, Teachers
Counselors and Teacher-aides

June 15 - August 8, 1970

Virginia Department of Education
in cooperation with

Accomack County and Virginia Beach
Public Schools

Purpose: To assess needs, determine objectives and
priorities for children who are culturally
different

Virginia Beach In-Service Week
Court House Elementary School
Virginia Beach, Virginia

June 29-July 4, 1970

- Purposes:
1. Disseminate information materials
gleaned from various sources - tours
workshops, etc.
 2. Make applicable to situation at
Virginia Beach
 3. Prepare rooms and obtain materials in
preparation for school opening

VIRGINIA BEACH, VIRGINIA

MIGRANT PROGRAM

EVALUATION OF PROGRAM

The education of the migrant child has presented a great personal challenge for the educators of the Virginia Public School System, Virginia Beach, Virginia. It was discovered that in the agricultural areas of Virginia Beach - Pungo, Creeds, Back Bay, and Blackwater Loop - that there were many families from out of state and from other areas within the state working on farms during the summer months. While the adults were engaged in agricultural work, there were many small children left to provide for themselves without supervision and, in many cases, without a basic meal until the adults returned from the fields. Even then, due to inadequate facilities, their health, nutritional, physical, emotional and educational needs could not be met.

In the Fall of 1969, the Virginia Beach Public School System became involved in planning a summer program to help meet some of these needs:

Socially and Emotionally: The summer program has changed the outlook for many of the migrant children. After the shopping tour for clothing, it was recognized that some of the children gained much needed self-confidence, talked freely, and showed positive behavior patterns.

In addition to the above experiences, there was evidence of improved table manners in the cafeteria

of the migrant school after (pre-planning and follow up) the children enjoyed lunching in a restaurant.

Activities such as role-playing queen for a day, individual photos, faces that portray feelings, feed-back from tape recordings, individually-candidly produced, art activities, to name a few, have given momentum to self-image, self-concept, and self-confidence. This changed image has generated on the part of the migrant child a keen respect for themselves; thus, more respect for peers and authority has been observed on the part of the evaluator.

Intellectual Needs: The planned curriculum is flexible, utilizing the creativity of staff and resource people and providing for individual differences, based on the principle of taking the child where he is and moving him forward.

Academic Instruction: Social studies, mathematics, science, health and physical education are the basic areas that are covered by the classroom teacher during the academic part of the day. The following areas deviate somewhat from the above:

Health and Nutrition: Each child was examined by a medical doctor and a dentist. A nurse was on full-time duty. The nurse served as liaison between doctor, dentist, and other para-professionals.

In cooperation with the cafeteria manager and the teachers, nutrition needs were supplied by giving three meals daily.

Physical Needs: Physical education was centered around a basic developmental program beginning with motor skills with emphasis placed on sharing, fair play, and respect for others. Physical education played

a vital role in allowing children to realize success. They gained self-assurance, and a better image. They also realized that sports would be another means of getting in the main stream of society.

The Migrant Program in Virginia Beach is not as comprehensive as we wish. Having its beginning in 1969, it is in its infancy stage. Our intent is to broaden the areas and offerings through in-service training, teacher observations, and instructional materials. We are inclined to feel that this limited curriculum is a basic step toward that goal.